

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

July 28, 2011

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Mrs. Eleanor B. Saslaw, President  
Mr. David M. Foster, Vice President  
Mr. Chris N. Braunlich  
Mrs. Betsy B. Beamer  
Dr. Billy K. Cannaday, Jr.

Mrs. Isis M. Castro  
Mr. K. Rob Krupicka  
Dr. Virginia L. McLaughlin  
Mrs. Winsome E. Sears

Dr. Patricia I. Wright, Superintendent of  
Public Instruction

Mrs. Saslaw called the meeting to order at 9 a.m.

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

Mrs. Saslaw asked for a moment of silence, and Mrs. Beamer led in the Pledge of Allegiance.

***NEW BOARD MEMBER***

Mrs. Saslaw introduced new Board member, Mr. Christian N. Braunlich. Mr. Braunlich was appointed July 1, 2011, for a term of four years beginning July 1, 2011, and ending on July 1, 2015, to succeed Mr. David Johnson.

***RECOGNITION***

- A Resolution of Appreciation was presented to Deborah Love for outstanding service in her duties as Assistant Attorney General for the Commonwealth of Virginia.
- Mrs. Saslaw recognized graduate students from the Virginia Tech doctoral program in Educational Leadership and Administration from Richmond and northern Virginia and their instructor, Dr. Cash.

## ***APPROVAL OF MINUTES***

Dr. Cannaday made a motion to approve the minutes of the June 23, 2011, meeting of the Board. The motion was seconded by Mrs. Beamer and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

## ***PUBLIC COMMENT***

The following persons spoke during public comment:

Ms. Tokoia Lewis	Mr. Bill White
Dr. James Batterson	Ms. Cindy Jones
Ms. Crystal Shin	

## ***CONSENT AGENDA***

The motion was made by Dr. Cannaday, seconded by Mrs. Beamer and carried unanimously for approval of the consent agenda.

- Final Review of Financial Report on Literary Fund
- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List
- Final Review of Proposed Revised *Guidelines and Standards of Learning for Family Life Education* as Required by the 2011 General Assembly

### ***Final Review of Financial Report on Literary Fund***

The Superintendent of Public Instruction's recommendation for approval of the financial report (including all statements) on the status of the Literary Fund as of March 31, 2011, was accepted by the Board of Education's vote on the consent agenda.

### ***Final Review of Recommendations Concerning Applications for Literary Fund Loans***

The Superintendent of Public Instruction's recommendation for approval of seven applications totaling \$42,000,000 was accepted by the Board of Education's vote on the consent agenda.

DIVISION	SCHOOL	AMOUNT
Richmond County	Rappahannock High	\$7,500,000.00
Isle of Wight County	Windsor Middle	7,500,000.00
Caroline County	Bowling Green Elementary	3,000,000.00
Wise County	Union High	7,500,000.00
Wise County	Central High	7,500,000.00
Wise County	Eastside High	7,500,000.00
Wise County	Appalachia Elementary	1,500,000.00
	<b>TOTAL</b>	<b>\$42,000,000.00</b>

**Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List**

The following elements were approved with the Board's vote on the consent agenda:

1. Henry County secured \$3,000,000 in Recovery Zone Economic Development Bonds to partially cover the Magna Vista High School project on the First Priority Waiting List. The Literary Fund loan request for this project is reduced from \$7.2 million to \$4.2 million.
2. Seven new projects, totaling \$42,000,000 have Literary Fund applications which are approved as to form, but the plans have not yet been finalized. When the department receives the plans, these projects will be eligible for placement on a waiting list. Until such time, the projects should remain on the Approved Application List.
3. Wise County submitted a letter dated June 29, 2011, requesting that the High School A and High School B projects be removed from the Approved Application List. These projects have been replaced with new applications to the Literary Fund.

**Final Review of Proposed Revised Guidelines and Standards of Learning for Family Life Education as Required by the 2011 General Assembly**

The Superintendent of Public Instruction's recommendation to approve the revised curriculum guidelines and standards regarding Family Life Education was accepted by the Board of Education's vote on the consent agenda.

**ACTION/DISCUSSION ITEMS**

**Final Review of the Proposed Amendments to the Guidelines for Considering and Approving Requests for Pre-Labor Day Openings to Comport with HB 1483 and HB 1885 Passed by the 2011 General Assembly**

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this topic. Mrs. Westcott's presentation included the following:

- Section 22.1-79.1, *Code of Virginia*, provides that each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. However, the *Code* further provides that the Virginia Board of Education may waive this requirement if one of the three "good cause" provisions has been met.
- HB 1483, passed by the 2011 General Assembly and signed by the Governor, adds a fourth "good cause" provision, which permits a school division to open before Labor Day if it is entirely surrounded by a school division with a waiver to open prior to Labor Day.
- HB 1885, passed by the 2011 General Assembly and signed by the Governor, updates and repeals several sections of the *Code* containing outdated language. It amends §22.1-79.1 to replace the term "the electronic classroom" with the "Virtual Virginia," which is the current name of the Virginia

Department of Education's distance learning program that offers online Advanced Placement, world language, core academic, and elective courses to students across the Commonwealth.

- The following changes were proposed:
  - Language is added to set forth the requirements to request a waiver if the school division is completely surrounded by a school division that has been granted a waiver to begin before Labor Day. To request initial approval of a waiver to open before Labor Day by a school division that is completely surrounded by another school division that has been approved for a waiver, the school division shall submit the request to the Superintendent of Public Instruction by letter signed by the superintendent and the chairman of the local school board. The Superintendent of Public Instruction shall determine that the school division is completely surrounded by another school division, and that the other school division has been granted a waiver to open before Labor Day. Once the initial waiver is granted, the local school board shall submit information annually to the Superintendent of Public Instruction indicating that the conditions under which a waiver was granted have not changed.
  - Instead of being embedded in a resolution, the provisions are set forth as Board guidelines consistent with other Board guidelines. The guidelines are reorganized and revised for clarity.
  - Language from the *Standards of Accreditation*, related to experimental and innovative programs, which was referenced in the 1999 resolution, but was not actually included in the resolution, is added for clarity. The language says:
    - The experimental or innovative program must be approved by the Board pursuant to its *Regulations Establishing Standards for Accrediting Public Schools in Virginia* 8 VAC 20-131-290, which specifies that the request must include:
      - 1) Purpose and objectives of the experimental/innovative programs;
      - 2) Description and duration of the programs;
      - 3) Anticipated outcomes;
      - 4) Number of students affected;
      - 5) Evaluation procedures; and
      - 6) Mechanisms for measuring goals, objectives, and student academic achievement.

During the discussion Mr. Krupicka requested a map showing school divisions eligible for pre-Labor Day opening. Mr. Braunlich clarified Mr. Krupicka's request to include schools eligible and taking advantage of pre-Labor Day opening.

Mr. Krupicka made a motion to approve the proposed guidelines. The motion was seconded by Mrs. Castro and carried unanimously.

***Final Review of a Proposal to Establish a Governor's Science, Technology, Engineering and Mathematics (STEM) Academy: Blue Ridge Crossroads Governor's Academy for Technical Education***

Ms. Lolita Hall, director of the office of career and technical education services, presented this item. Ms. Hall introduced Mr. Franklin Jett, chair, Carroll County School Board, and Dr. Mark Burnette, director of middle and secondary education, Carroll County Public Schools. Ms. Hall's presentation included the following:

- Virginia's Governor's STEM academies are programs designed to expand options for the general student population to acquire STEM literacy and other critical skills, knowledge, and credentials that will prepare students for high-demand, high-wage, and high-skill careers.
- The Blue Ridge Crossroads Governor's Academy for Technical Education (BRCGATE) is conceptualized from a planning partnership that consists of Carroll County Public Schools, Galax City Public Schools, Grayson County Public Schools, the Crossroads Institute, Wytheville Community College, Virginia Tech, Virginia Cooperative Extension Agency, New River/Mt. Rogers Workforce Investment Board, Chestnut Creek School of the Arts, and the following businesses: Red Hill General Store, The Turman Group, Lowe's Home Improvement, and future partners: Radford University, Medfit Systems, Professional Networks, Guardian, and MOOG Industries.
- The proposed academy targets three pathways in three career clusters. The first pathway, Engineering and Technology in the Stem Cluster, will be new to the course offerings at each of the participating secondary schools. The second pathway, Construction, is in the Architecture and Construction Career Cluster. The pathway will build upon current dual enrollment career and technical program areas within the Architecture and Construction Cluster with a focus on Green career awareness and training. The third pathway will focus on the Food Production and Processing Systems from the Agriculture, Food, and Natural Resources (AFNR) Cluster. Carroll County Public Schools (CCPS) will make its Agriculture Research Farm available to other partners in the Academy to conduct independent research and replicate projects already underway at the facility.

Mrs. Beamer made a motion to approve the proposal to establish the Blue Ridge Crossroads Governor's Academy for Technical Education beginning in the fall of 2011. The motion was seconded by Mr. Braunlich and carried unanimously.

### **Final Review of Proposed State Approved Textbooks for K-12 Mathematics**

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger's presentation included the following:

- On March 18, 2010, the Board of Education authorized the Department to begin the process of the K-12 mathematics textbooks review using a timeline approved by the Board. The Department of Education used the approved process and criteria to conduct the textbook review. In June 2010, committees of Virginia educators received the mathematics textbook samples along with K-12 *Mathematics Standards of Learning* textbook correlations from publishers. Members of these committees conducted individual analyses of the materials prior to meeting with the full committee. In July 2010, the committees convened in Richmond to reach consensus on their reviews of the submitted materials. The consensus evaluations were shared with publishers, and publishers were given an opportunity to respond to the committees' reviews and recommendations. Requests by publishers for reconsideration were examined carefully by Department of Education staff, and staff members began preparing the list of proposed approved mathematics textbooks for presentation to the Board.
- In late fall 2010, further action was deferred as questions about the textbook review process arose, and the Board indicated interest in revising the textbook review and approval process in January 2011. Publishers of the reviewed mathematics textbooks were asked to complete Publisher's Certification and Agreement forms for each textbook being considered for approval by the Board. Department of Education staff members reviewed all textbook publishers' certifications and

agreements to ensure they were completed correctly, sufficient information had been provided, and they were signed by an appropriate representative of the publishing company.

- On May 19, 2011, the Board of Education accepted for first review the proposed state approved textbooks for K-12 mathematics. A 30-day public comment period began on May 20, 2011, and ended on June 20, 2011. No public comments were received concerning the proposed approved textbooks for K-12 mathematics.

Dr. Cannaday made a motion to approve the list of recommended textbooks for K-12 mathematics. The motion was seconded by Dr. McLaughlin and carried unanimously.

The list of recommended textbooks for K-12 mathematics includes the following:

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
Kindergarten					
	Houghton Mifflin Harcourt	Math Expressions, Kindergarten	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Kindergarten	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Kindergarten	2012	✓	
Grade 1					
	Houghton Mifflin Harcourt	Math Expressions, Grade 1	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 1	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Everyday Mathematics, Grade 1	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Grade 1	2012	✓	
Grade 2					
	Houghton Mifflin Harcourt	Math Expressions, Grade 2	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 2	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Everyday Mathematics, Grade 2	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Grade 2	2012	✓	
Grade 3					
	Houghton Mifflin Harcourt	Math Expressions, Grade 3	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 3	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Everyday Mathematics, Grade 3	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Grade 3	2012	✓	
Grade 4					
	Houghton Mifflin Harcourt	Math Expressions, Grade 4	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 4	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Grade 4	2012	✓	
Grade 5					
	Houghton Mifflin Harcourt	Math Expressions, Grade 5	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 5	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Everyday Mathematics, Grade 5	2007	✓	

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Grade 5	2012	✓	
<b>Grade 6</b>					
	Big Ideas Learning, LLC	Big Ideas Math 6, Virginia Edition	2012	✓	
	Houghton Mifflin Harcourt	Holt McDougal Mathematics Course 1, Virginia Edition	2012	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 6	2012	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Mathematics, Course 1 Virginia Edition	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Everyday Mathematics, Grade 6	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects Course 1	2012	✓	
<b>Grade 7</b>					
	Big Ideas Learning	Big Ideas Math 7, Virginia Edition	2012	✓	
	Houghton Mifflin Harcourt	Holt McDougal Mathematics Course 2, Virginia Edition	2012	✓	
	Houghton Mifflin Harcourt	McDougal Littell Pre-Algebra	2008	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Mathematics, Course 2 Virginia Edition	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects Course 2	2012	✓	
<b>Grade 8</b>					
	Big Ideas Learning	Big Ideas Math 8, Virginia Edition	2012	✓	
	Carnegie Learning, Inc.	Bridge to Algebra, Virginia Edition	2010	✓	
	CORD Communications, Inc.	Bridges to Algebra and Geometry	2010	✓	
	Houghton Mifflin Harcourt	Holt McDougal Mathematics Course 3, Virginia Edition	2012	✓	
	Houghton Mifflin Harcourt	McDougal Littell Pre-Algebra	2008	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Mathematics, Course 3 Virginia Edition	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects Course 3	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Pre-Algebra	2012	✓	
<b>Algebra I</b>					
	Houghton Mifflin Harcourt	Holt McDougal Algebra 1 (Burger et al)	2012	✓	
	Houghton Mifflin Harcourt	Holt McDougal Algebra 1 Concepts and Skills	2010	✓	
	Houghton Mifflin Harcourt	Holt McDougal Algebra 1 (Larson et al)	2011	✓	
	Key Curriculum Press	Discovering Algebra 1	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Algebra 1	2012	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Algebra 1 Virginia Edition	2012	✓	
<b>Geometry</b>					
	Carnegie Learning, Inc.	Geometry, Virginia Edition	2010	✓	
	CORD Communications, Inc.	Geometry	2009	✓	
	Houghton Mifflin Harcourt	Holt McDougal Geometry (Burger et al)	2012	✓	
	Houghton Mifflin Harcourt	Holt McDougal Geometry Concepts and Skills	2010	✓	
	Houghton Mifflin Harcourt	Holt McDougal Geometry (Larson et al)	2011	✓	
	Key Curriculum Press	Discovering Geometry	2007	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Geometry Virginia Edition	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Geometry	2012	✓	
<b>Algebra II</b>					

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
	Carnegie Learning, Inc.	Algebra II, Virginia Edition	2010	✓	
	Houghton Mifflin Harcourt	Holt McDougal Algebra 2 (Burger et al)	2012	✓	
	Houghton Mifflin Harcourt	Holt McDougal Algebra 2 (Larson et al)	2012	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Algebra 2 Virginia Edition	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Algebra 2	2012	✓	
<b>Algebra, Functions, and Data Analysis</b>					
	Pearson Education, Inc., publishing as Prentice Hall	Algebra, Functions, and Data Analysis: A Virginia Course	2009	✓	

### **Final Review of a Modified Academic Review Process for High Schools**

Dr. Kathleen Smith, director of the office of school improvement, presented this topic. Dr. Smith's presentation included the following:

- Background Information**  
 In February 2009, the Board of Education revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to require high schools to meet an annual benchmark for graduation beginning with the 2011-2012 school year, and to create a graduation and completion index for high schools (8 VAC 20-131-280). The graduation and completion index includes weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). Schools with a twelfth grade must meet a benchmark of 85 points for a rating of fully accredited. A school may be *Accredited with Warning* in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index. Until the 2015-2016 school year, a school will be designated *Provisionally Accredited–Graduation Rate* if its eligible students meet Virginia's Standards of Learning pass rates but the school fails to achieve a minimum of 85 points on the graduation and completion index while meeting a lower benchmark (8VAC 20-131-300). For a school to be rated *Provisionally Accredited–Graduation Rate* in school years 2011-2015, the required graduation and completion index will increase by one point each year with a range of 80-84 points.  
  
 Each school that is *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate* must undergo an academic review process and must develop a three-year School Improvement Plan (8VAC 20-131-310).
- The Department of Education is required to develop academic review guidelines to support schools that are *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate* (8VAC 20-131-310). Guidelines are proposed that establish a modified process designed to address graduation and academic issues as well as the required elements of three-year school improvement plans for high schools that are *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate*.
- In order to address the needs of these schools, the Department of Education proposes the modified academic review process. The Office of School Improvement, the Virginia Association of



Secondary School Principals, the Appalachia Regional Comprehensive Center, the Center on Innovation and Improvement, and the National High School Center have collaboratively developed this proposed process over the past three years.

Mr. Foster made a motion to approve the proposed modifications to the school-level academic review process guidelines for high schools *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate*. The motion was seconded by Mrs. Castro and carried unanimously.

**First Review of a Request for Approval of an Alternative Accreditation Plan from Chesterfield County Public Schools for Chesterfield Community High School**

Dr. Kathleen Smith, director of the office of school improvement, presented this item. Dr. Smith introduced Mr. Jamie Accashian, principal, Chesterfield Community High School. Dr. Smith's presentation included the following:

- Chesterfield Community High School has completed its 12th year as an alternative school, specializing in dropout recovery and dropout prevention. Most students who come to Chesterfield Community High School are behind their academic cohort by about two years. Chesterfield Community High School has been *Fully Accredited* for the last three consecutive years and has made Adequate Yearly Progress (AYP) for the last two years.
- As part of its request for an alternative accreditation plan for Chesterfield Community High School, Chesterfield County Public Schools is requesting a waiver of the following section of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to the accreditation calculations for accountability purposes.

8 VAC 20-131-280. Expectations for school accountability.

- B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50 as specified below:
1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.
  2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

Mrs. Saslaw and Dr. Cannaday praised Chesterfield Community High School for their accomplishments. Dr. McLaughlin made a motion to accept for first review the request for an alternative accreditation plan from Chesterfield County Public Schools for Chesterfield Community High School. The motion was seconded by Mr. Krupicka and carried unanimously.

**First Review of a Request for Approval of Alternative Accreditation Plans from Bland County Public Schools, Colonial Beach Public Schools, Craig County Public Schools, Danville City Public Schools, Dickenson County Public Schools, Highland County Public Schools, Richmond City Public Schools, Scott County Public Schools, and York County Public Schools for High Schools with a Graduation Cohort of Fifty (50) Students or Fewer**

Dr. Smith presented this item. Dr. Smith's presentation included the following:

- The following school divisions request approval of an alternative accreditation plan for the high schools indicated below to meet the Graduation and Completion Index (GCI) benchmark for schools with a graduation cohort of 50 or fewer students. Only three of these schools (Colonial Beach High School, Ervington High School and York River Academy) had a GCI below 85 in 2010.

Name of School Division	Name of School(s) Submitting Alternative Accreditation Plan	2010 GCI Index
Bland County	Bland High	97
Bland County	Rocky Gap High	98
Colonial Beach City	Colonial Beach High	82
Craig County	Craig County High	89
Danville City	Galileo Magnet High	97
Dickenson County	Ervinton High	83
Highland County	Highland High	98
Richmond City	Franklin Military Academy	94
Richmond City	Open High	100
Richmond City	Richmond Community High	99
Richmond City	Amelia Street Special Education Center	100
Scott County	Twin Springs High	98
York County	York River Academy	81

- Due to the small cohort size, one student can make a significant difference in the GCI. For this reason, the GCI alone is not an appropriate measure for these schools; additional criteria are needed to determine accreditation. Each school division is requesting a waiver to 8VAC 20-131-280 (as provided in the background information) of the SOA so that adjustments may be made to the accreditation calculations for accountability purposes. The following are being requested by each school division for the accreditation cycles for five years beginning in 2011:
  - The proposed alternative accreditation plan will be used only if the school fails to meet the GCI benchmark for full accreditation and the cohort size for the graduating class is fewer than 50.
  - The maximum number of GCI bonus points allowable for alternative accreditation will be based upon the size of the On-Time Graduation Rate cohort as follows:
    - 0-14 students, no bonus points assigned: the school division will submit a written appeal to the State Superintendent of Public Instruction.
    - Maximum of 5 points for cohorts of 15-20 students
    - Maximum of 4 points for cohorts of 21-40 students
    - Maximum of 3 points for cohorts of 41-50 students

3. The division will submit a written appeal of the accreditation rating to the Superintendent of Public Instruction for cohort sizes of fewer than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.
- The Superintendent of Public Instruction will make the final determination if the school division appeals the GCI due to cohort sizes of fewer than fifteen students or in cases where special circumstances warrant explanation and consideration.
  - Each school division has determined additional criteria and measurable thresholds for achieving bonus points based upon individual school data. Each school has submitted between three and six additional criteria, each of which is worth one bonus point if the benchmark is met. Descriptions of the additional criteria fall into the following categories:
    1. Advanced Diplomas earned by graduating cohort
    2. Advanced Placement course enrollment and/or Advanced Placement examination scores
    3. Completion of internships/mentorships
    4. Completion of service learning programs
    5. Career and Technical Education program completion, certification, and/or credential awards
    6. Dual Enrollment course enrollment
    7. Enrollment in higher level courses such as chemistry, calculus, and physics
    8. Post-High School status – postsecondary education, joining the military, full-time employment
    9. School earns Virginia Index of Performance points that qualify for an award
    10. SOL pass rates and/or SOL pass advanced pass rates

Mr. Foster asked that all references in the document to *50 students or less* be amended to say *50 students or fewer*. Dr. Smith noted that there are 26 high schools across the state with 50 students or fewer and were the only high schools that applied for an alternative accreditation plan.

Dr. McLaughlin made a motion to accept for first review the alternative accreditation plans from Bland County Public Schools, Colonial Beach Public Schools, Craig County Public Schools, Danville City Public Schools, Dickenson County Public Schools, Highland County Public Schools, Richmond City Public Schools, Scott County Public Schools, and York County Public Schools as presented. The motion was seconded by Mr. Braunlich and carried unanimously.

**First Review of a Request for Approval of a Modification of Graduation Requirements, Pursuant to 8 VAC 20-131-50 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia from Montgomery County Public Schools**

Mrs. Anne Wescott presented this item. Mrs. Wescott introduced Mr. Nelson Simpkins, director of Secondary Education, Montgomery County Public Schools. The presentation included the following

- The Montgomery County School Board received approval from the Board of Education in 1999 to grandfather in local graduation requirements for both the Standard Diploma and the Advanced Studies Diploma that exceeded those prescribed in the Standards of Accreditation. The approval required students to earn one standard credit in career and technical education and one standard

credit in fine arts or performing arts for both the Standard Diploma and the Advanced Studies Diploma.

- The Montgomery County School Board requests that it be permitted to maintain this graduation requirement for the Standard Diploma and the Advanced Studies Diploma, and to expand it to the Standard Technical Diploma, the Advanced Technical Diploma, and the Modified Standard Diploma. Students pursuing a Standard Diploma or a Standard Technical Diploma could continue to take foreign language classes as electives, but not have the option to use standard credits in foreign languages to meet the graduation requirement that requires students to take two courses in foreign languages, fine arts, or career and technical education (Standard Diploma) or one course in foreign language or fine arts (Standard Technical Diploma). Montgomery County Public Schools would also require students pursuing a Modified Standard Diploma to earn one standard credit in fine arts and one in career and technical education, which would be a new approval since the Modified Standard Diploma was not included in the grandfathered approval.
- The Montgomery County School Board strongly believes that both fine arts and career and technical education are essential requirements. Both are seen as essential to prepare students with the skills needed for a career, and to provide opportunities for creativity. They note, however, that many of the students who earn a Standard Diploma take foreign language classes. They have provided information that 59.09 percent of the students in the class of 2011 who earned a Standard Diploma were enrolled in foreign language classes during their high school career.

Board members expressed their concerns that Montgomery County Public Schools' request may not encourage students to take foreign language. Dr. Wright clarified that Montgomery County has met the Board's requirement and has maintained what the Board previously approved which is to require one fine arts credit and one CTE credit. Dr. Wright reminded members that the requirement for a Standard Diploma is two credits from among foreign language, fine arts, or CTE. The Board suggested that Montgomery County Public Schools keep foreign language as is and add a footnote to address prescribing CTE and fine arts.

Mrs. Castro made a motion to accept for first review the request from Montgomery County Public Schools. The motion was seconded by Mrs. Beamer and carried unanimously.

### **First Review of History and Social Science Textbooks Published by Five Ponds Press**

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger's presentation included the following:

- On March 24, 2011, the Virginia Board of Education took action to remove two textbooks published by Five Ponds Press, Inc., *Our Virginia: Past and Present* (1<sup>st</sup> edition) and *Our America to 1865* (1<sup>st</sup> edition), from its approved textbook list. The Board also directed that if Five Ponds Press submitted for review the second edition of the same textbooks, the Department of Education was to conduct an expedited review "in accordance with the terms of the Board's newly-adopted textbook review process" and bring to the Board a recommendation regarding approval of the replacement editions.
- Five Ponds Press formally submitted new editions of its textbooks for Virginia Studies and United States History to 1865, *Our Virginia: Past and Present* and *Our America to 1865*, respectively on June 24, 2011, and the Department of Education began the process to review these textbooks as

prescribed in the revised textbook process approved on March 24, 2011. The terms of the revised textbook approval process require that when a publisher submits textbooks for review, it must: 1) certify that the textbooks have been thoroughly examined for content accuracy; and 2) agree that if factual or editing errors are identified, the publisher will submit a corrective action plan to the Department of Education for review and approval by the Board of Education or the superintendent of public instruction if so delegated by the Board. Additionally, the publisher must provide correlations to the Standards of Learning for the particular course for the textbooks.

- Five Ponds Press completed Publisher's Certification and Agreement forms for each textbook being considered for approval by the Board. Department of Education staff members have reviewed both textbook certifications and agreements to ensure they have been completed correctly, sufficient information has been provided, and they are signed by an appropriate representative of the publishing company.
- In an effort to expedite the review process, the Department agreed that Five Ponds Press could submit for review purposes revised editions of the two textbooks as a printout of a PDF file for each of the books rather than requiring the publisher to produce proof copies. On June 24, 2011, Five Ponds Press delivered to the Department and the review committee members the textbook printouts along with *History and Social Science Standards of Learning* correlations provided by the publisher.
- In accord with the textbook approval process, the Department convened a review committee comprised of a teacher, a division-level content specialist, and a subject-matter expert. Members of the review committee conducted individual analyses of the textbook printouts prior to the meeting with the full committee. On July 8, 2011, the committee convened to reach consensus on their reviews of the textbooks. The consensus evaluations were shared with the publisher, and the publisher was given an opportunity to respond to the committee's review and recommendations.

Mr. Foster made a motion to accept for first review the 2011 editions of two Five Ponds Press history and social science textbooks, *Our Virginia: Past and Present* and *Our America to 1865*. The motion was seconded by Dr. Cannaday and carried unanimously. The textbooks will undergo a 30-day public comment period prior to the Board's final review at a future meeting.

### **First Review of the Proposed Elementary School Gun Safety Guidelines and Curriculum**

Dr. Cynthia Cave, director of the office of student services, presented this item. Dr. Cave's presentation included the following:

- The purpose of the guidelines and curriculum is to keep students safe by providing guidance and materials based on the rules and principles of firearm safety and accident prevention to teachers for instruction of gun safety and by providing resources for parents. The guidelines and curriculum promote the premise that all community members want to protect students from unintentional gun accidents or deaths. Guns are very rarely brought into schools. Gun accidents occur most often in the community or in the homes of students. A sample notification regarding the gun safety lessons is included for schools to send to parents, encouraging them to review and discuss them with their children.
- The *Elementary School Gun Safety Guidelines and Curriculum* provide background information on gun use and consequences from the misuse of guns. Each lesson is complete with background information, lesson guidelines and plans, suggested scripts for teachers, and student materials.

Lessons are aligned with specific Virginia Standards of Learning for each grade. School divisions are guided to develop procedures for instructors to assist students who may disclose sensitive information during a lesson.

- The curriculum is designed as single units of instruction for each grade. In addition to what to do if a student were to find a gun, the kindergarten through second-grade lessons address recognizing professionals who use guns for safety reasons and individuals who safely use guns in sporting events. The third- through fifth-grade lessons continue to focus on what to do if a student were to find a gun. The consequences of gun violence and personal responsibility for gun safety in the community are introduced. In each lesson, the character “Finnigan the Fox” is present as the safety mascot. This character is used to reinforce the message that if a student sees a gun: “Leave it Alone; Leave the Area; and Let an Adult Know.”

Dr. McLaughlin asked how many states require gun safety education. Dr. Cave said she was not aware of any other states that require gun safety education. She will verify and report to Dr. McLaughlin.

Mrs. Beamer made a motion to accept for first review the *Elementary School Gun Safety Guidelines and Curriculum*. The motion was seconded by Mr. Braunlich and carried unanimously.

### **First Review of Proposed Board of Education Meeting Dates for the 2012 Calendar Year**

Dr. Margaret Roberts, executive assistant to the Board of Education, presented this item. Dr. Robert’s presentation included the following:

- In recent years, the Board of Education has met monthly except for the months of August and December. Meetings are typically held on the fourth Thursday of the month, although this is not a requirement. Exceptions are the January meeting, which is held early in the month to coincide with the opening of the General Assembly session, and the November meeting, which is scheduled to avoid meeting during Thanksgiving week. The April meeting is typically a two-day planning session.
- The proposed dates for meetings in 2012 are set to avoid scheduling conflicts with major professional commitments for Board of Education members and the Superintendent of Public Instruction. The proposed dates are also set to avoid conflict with national holidays and other important calendar events.
- In addition to the monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary. Unless otherwise announced by the President, all Board of Education meetings will be held in the Jefferson Conference Room on the 22<sup>nd</sup> floor of the James Monroe Building, 101 North 14<sup>th</sup> Street, Richmond, Virginia 23219.
- The proposed meeting dates for 2012 are as follows:  
Thursday, January 12, 2012  
Thursday, February 23, 2012  
Thursday, March 22, 2012  
Wednesday-Thursday, April 25-26, 2012  
Thursday, May 24, 2012  
Thursday, June 28, 2012  
Thursday, July 26, 2012

Thursday, September 27, 2012

Thursday, October 25, 2012

Thursday, November 29, 2012

Dr. McLaughlin made a motion to receive for first review the proposed schedule of meeting dates for the 2012 calendar year. The motion was seconded by Mrs. Beamer and carried unanimously.

**Report on Rebenchmarking of the Direct Aid to Public Education Budget for the 2012-2014 Biennium**

Mr. Kent Dickey, deputy superintendent for finance and operations, presented this item. Mr. Dickey's presentation on rebenchmarking of the state Direct Aid to Public Education Budget for the 2012-2014 Biennium included the following:

**Background**

- The Direct Aid to Public Education budget provides state funding to school divisions for prekindergarten-12 educational programs. In each odd-numbered year, the cost of the Direct Aid to Public Education budget is rebenchmarking for the next biennium. Rebenchmarking begins the biennial budget development process that involves the Board of Education, the Governor, and the General Assembly. The rebenchmarking budget represents the state cost of continuing the existing Direct Aid to Public Education programs with biennial updates in the input data used to determine the cost of the programs.

**Rebenchmarking Process**

- State funding for local school divisions for public education programs is provided through the Direct Aid to Public Education budget. The General Assembly appropriates the funds.
- Direct Aid funding is appropriated in six budgetary categories:
  - Standards of Quality
  - Incentive Programs
  - Categorical Programs
  - Lottery Proceeds Fund
  - Supplemental Education Programs
  - Federal Funds
- In each odd-numbered year, the cost of the Direct Aid budget is "rebenchmarking" for the next biennium, beginning the biennial budget development process. The process applies to state Direct Aid programs in categories 1-4 above (30 or more accounts).
- The rebenchmarking budget represents the state cost of continuing the current Direct Aid programs into the next biennium with biennial updates in the input data used to determine the cost of the programs.
- Input data used to cost out the Direct Aid accounts are updated every two years to recognize changes in costs that have occurred over the preceding biennium.
- The process updates the cost of SOQ and other Direct Aid accounts by reconstructing costs step-by-step using the latest data available. It involves about 25 separate data updates.
- The current FY12 Direct Aid budget enacted by the 2011 General Assembly (i.e., Chapter 890) serves as the base budget against which the rebenchmarking cost for each year of the 2012-2014 biennium (FY13 & FY14) is determined.
- Rebenchmarking updates are technical in nature and do not involve changes in policy or funding methodology, other than those already approved and directed by the General Assembly.
- Costs are projected forward for anticipated enrollment changes, salary changes, inflation, and other factors.
- Because rebenchmarking impacts the total cost of the Direct Aid formulas, it impacts both state costs and the required local share of cost that must be funded locally.

- SOQ accounts represent approximately 90% of state Direct Aid funding so they are impacted most by the rebenchmarking process.
- Key components of the SOQ funding formula:
  - Student enrollment;
  - Staffing standards for instructional positions;
  - Salaries of instructional positions;
  - Fringe benefit rates;
  - Support costs (salary and non-salary);
  - Inflation factors;
  - Federal revenues deducted from support costs;
  - Amount of sales tax revenue and division composite indices (updated fall 2011).
- Key data elements used in 2012-2014 rebenchmarking calculations (data is from FY10 & FY11):
  - Funded instructional and support salaries
  - Fall Membership and Average Daily Membership projections
  - Special education child count
  - Career & technical education course enrollment
  - SOL failure rates and free lunch eligibility %'s for SOQ remedial education and other at-risk accounts
  - Base-year expenditure data from 2009-2010 Annual School Report
- Key data elements used in 2012-2014 rebenchmarking calculations (data is from FY10 & FY11), continued:
  - Health care premium expenditures
  - Nonpersonal cost inflation factors
  - Federal programs revenue (for deduct from support costs)
  - Prevailing textbooks costs
  - Enrollment projections for remedial summer school and English as a Second Language programs
  - Updates to support costs including the division superintendent, school board, school nurse, and pupil transportation costs
- The final amount of state funds provided for Direct Aid each biennium reflects the recognized rebenchmarking costs and any funding policy changes adopted by the Governor and the General Assembly.
- The state share of cost for rebenchmarking the 2012-2014 Direct Aid budget above the fiscal year 2012 base is \$145.6 million in fiscal year 2013 and \$173.1 million in fiscal year 2014, for a biennial total of \$318.7 million.

State Cost of each Rebenchmarking Update  
(Incremental cost above FY12 base)

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
1	Remove Non-Participation Estimate for the Virginia Preschool Initiative (general fund portion of cost)	\$22,130,167	\$22,130,167	<b>\$44,260,334</b>
2	Remove FY12 One-Time Spending (Composite Index Hold Harmless, Supplemental Support for School Operating Costs, and Performance Pay Incentives Initiative)	(\$107,254,433)	(\$107,254,433)	<b>(\$214,508,866)</b>
3	Reset Nonpersonal Support Inflation Factors to 0% in SOQ Model (not funded in the FY12 base)	\$0	\$0	<b>\$0</b>
4	Reset Personal Support Inflation Factors to 0% in SOQ Model (not funded in the FY12 base)	\$0	\$0	<b>\$0</b>
5	Update Fall Membership and Average Daily Membership Projections	(\$421,003)	\$13,349,721	<b>\$12,928,718</b>
6	Update Special Education Child Count to December 1, 2010	(\$13,926,642)	(\$13,751,218)	<b>(\$27,677,860)</b>
7	Update Career and Technical Education Enrollment to the 2010-2011 School Year	(\$19,409,892)	(\$19,370,654)	<b>(\$38,780,546)</b>
8	Update SOL Failure Rate Data to School Year 2009-10 and Free Lunch Percentages to School Year 2010-11	\$14,600,999	\$14,737,779	<b>\$29,338,778</b>



9	Update SOQ Gifted, Support Technology, and Instructional Technology Positions	\$2,607,478	\$2,611,618	<b>\$5,219,096</b>
10	Update SOQ Funded Instructional Salaries	\$72,903,315	\$73,004,384	<b>\$145,907,699</b>
11	Update Base-Year Expenditures from Annual School Report to School Year 2009-10 for Personal Support Costs (Positions and Salaries)	\$11,690,827	\$11,807,732	<b>\$23,498,559</b>
12	Update Base-Year Expenditures from Annual School Report to School Year 2009-10 for Nonpersonal Support Costs	\$55,958,854	\$55,518,772	<b>\$111,477,626</b>
13	Update Federal Revenue Deduct	(\$35,126,656)	(\$35,070,795)	<b>(\$70,197,451)</b>
14	Update Support Positions Cap (Ratio of Instructional to Support Positions)	(\$7,941,471)	(\$7,995,171)	<b>(\$15,936,642)</b>
15	Update Costs for Division Superintendents, School Boards, and School Nurses (without inflation)	\$4,945,433	\$4,839,187	<b>\$9,784,620</b>
16	Update Health Care Premium (without inflation)	\$25,193,055	\$25,036,289	<b>\$50,229,344</b>
17	Update Textbook Per Pupil Amount (without inflation)	\$33,361,926	\$33,459,604	<b>\$66,821,530</b>
18	Update Pupil Transportation Costs	(\$13,265,763)	(\$13,814,976)	<b>(\$27,080,739)</b>
19	Update Nonpersonal Support Cost Inflation Factors	\$54,278,942	\$54,501,141	<b>\$108,780,083</b>
20	Update Salary Inflation Factors (No state funded increases in FY11 or FY12)	\$0	\$0	<b>\$0</b>
21	Update English as a Second Language Enrollment Projections	\$2,598,398	\$4,837,138	<b>\$7,435,536</b>
22	Update Remedial Summer School Per Pupil Amount and Enrollment Projections	\$1,783,284	\$2,802,901	<b>\$4,586,185</b>
23	Update Incentive Accounts	\$773,735	\$944,413	<b>\$1,718,148</b>
24	Update Categorical Accounts	\$784,413	\$3,628,141	<b>\$4,412,554</b>
25	Update Lottery Funded Accounts (general fund portion of cost)	\$39,313,859	\$47,165,619	<b>\$86,479,478</b>
<b>Total State Rebenchmarking Cost Above FY12 Base</b>		<b>\$145,578,825</b>	<b>\$173,117,359</b>	<b>\$318,696,184</b>

#### 2012-2014 Rebenchmarking Summary

- Key Data Inputs that Decreased Costs Compared to FY12 Base:
  - Special Education Child Counts
  - CTE Course Enrollment
  - Federal Revenue Deduct Per Pupil Amount
  - Pupil Transportation
  - Support Position Cap
  - Division SOL Failure Rates
- Key Data Inputs that Increased Costs Compared to FY12 Base:
  - Funded Instructional Salaries
  - Funded Support Salaries
  - Enrollment Projections
  - Funded Nonpersonal Support Costs
  - Free Lunch Eligibility
  - Inflation Factors
  - Health Care Premium
  - Textbook Expenditures

State Cost of 2012-2014 Rebenchmarking by Direct Aid Account**Standards of Quality Accounts**

Standards of Quality Accounts	FY 2012 Base State Cost (Chapter 890)	FY 2013 Updated State Cost*	FY 2012 to FY 2013 Variance	FY 2012 Base State Cost (Chapter 890)	FY 2014 Updated State Cost*	FY 2012 to FY 2014 Variance	2012-2014 Biennium Variance
Basic Aid	\$2,868,000,323	\$3,009,487,065	\$141,486,742	\$2,868,000,323	\$3,020,983,169	\$152,982,846	\$294,469,588
Sales Tax	\$1,162,300,000	\$1,162,300,000	\$0	\$1,162,300,000	\$1,162,300,000	\$0	\$0
Textbooks (General Fund)	\$550,476	\$36,288,748	\$35,738,272	\$550,476	\$36,394,982	\$35,844,506	\$71,582,778
Vocational Education	\$65,987,613	\$51,947,965	(\$14,039,648)	\$65,987,613	\$51,887,275	(\$14,100,338)	(\$28,139,986)
Gifted Education	\$31,060,898	\$31,850,284	\$789,386	\$31,060,898	\$31,954,158	\$893,260	\$1,682,646
Special Education	\$362,561,667	\$359,129,096	(\$3,432,571)	\$362,561,667	\$360,091,407	(\$2,470,260)	(\$5,902,831)
Prevention, Intervention and Remediation	\$69,431,627	\$83,106,596	\$13,674,969	\$69,431,627	\$83,052,621	\$13,620,994	\$27,295,963
VRS Retirement	\$159,588,656	\$162,809,675	\$3,221,019	\$159,588,656	\$163,286,286	\$3,697,630	\$6,918,649
Social Security	\$176,117,112	\$179,725,029	\$3,607,917	\$176,117,112	\$180,246,911	\$4,129,799	\$7,737,716
Group Life	\$6,478,763	\$6,555,820	\$77,057	\$6,478,763	\$6,574,511	\$95,748	\$172,805
<b>Standards of Quality SUB-TOTAL:</b>	<b>\$4,902,077,135</b>	<b>\$5,083,200,278</b>	<b>\$181,123,143</b>	<b>\$4,902,077,135</b>	<b>\$5,096,771,320</b>	<b>\$194,694,185</b>	<b>\$375,817,328</b>

**Incentive Accounts**

Incentive Accounts	FY 2012 Base State Cost (Chapter 890)	FY 2013 Updated State Cost*	FY 2012 to FY 2013 Variance	FY 2012 Base State Cost (Chapter 890)	FY 2014 Updated State Cost*	FY 2012 to FY 2014 Variance	2012-2014 Biennium Variance
Compensation Supplements	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Governor's Schools	\$14,711,914	\$15,485,649	\$773,735	\$14,711,914	\$15,656,327	\$944,413	\$1,718,148
Clinical Faculty	\$318,750	\$318,750	\$0	\$318,750	\$318,750	\$0	\$0
Career Switcher Mentoring Grants	\$279,983	\$279,983	\$0	\$279,983	\$279,983	\$0	\$0
Special Education - Inservice	\$600,000	\$600,000	\$0	\$600,000	\$600,000	\$0	\$0
Special Education - Vocational Education	\$200,089	\$200,089	\$0	\$200,089	\$200,089	\$0	\$0
Composite Index Hold Harmless (General Fund)	\$14,560,612	\$0	(\$14,560,612)	\$14,560,612	\$0	(\$14,560,612)	(\$29,121,224)
At-Risk (General Fund)	\$0	\$68,151,966	\$68,151,966	\$0	\$79,105,052	\$79,105,052	\$147,257,018
Performance Pay Initiative	\$3,000,000	\$0	(\$3,000,000)	\$3,000,000	\$0	(\$3,000,000)	(\$6,000,000)
Supplemental Support for School Operating Costs	\$87,693,820	\$0	(\$87,693,820)	\$87,693,820	\$0	(\$87,693,820)	(\$175,387,640)
<b>Incentive SUB-TOTAL:</b>	<b>\$121,365,168</b>	<b>\$85,036,437</b>	<b>(\$36,328,731)</b>	<b>\$121,365,168</b>	<b>\$96,160,201</b>	<b>(\$25,204,967)</b>	<b>(\$61,533,698)</b>

**Categorical Accounts**

<b>Categorical Accounts</b>	<b>FY 2012 Base State Cost (Chapter 890)</b>	<b>FY 2013 Updated State Cost*</b>	<b>FY 2012 to FY 2013 Variance</b>	<b>FY 2012 Base State Cost (Chapter 890)</b>	<b>FY 2014 Updated State Cost*</b>	<b>FY 2012 to 2014 Variance</b>	<b>2012-2014 Biennium Variance</b>
Adult Education	\$1,051,800	\$1,051,800	\$0	\$1,051,800	\$1,051,800	\$0	\$0
Adult Literacy	\$2,645,375	\$2,645,375	\$0	\$2,645,375	\$2,645,375	\$0	\$0
Virtual Virginia	\$2,356,908	\$2,356,908	\$0	\$2,356,908	\$2,356,908	\$0	\$0
American Indian Treaty Commitment	\$66,136	\$62,587	(\$3,549)	\$66,136	\$64,533	(\$1,603)	(\$5,152)
School Lunch	\$5,801,932	\$5,801,932	\$0	\$5,801,932	\$5,801,932	\$0	\$0
Special Education - Homebound	\$5,311,790	\$5,580,444	\$268,654	\$5,311,790	\$5,879,687	\$567,897	\$836,551
Special Education - Jails	\$4,065,031	\$3,749,945	(\$315,086)	\$4,065,031	\$4,010,337	(\$54,694)	(\$369,780)
Special Education - State Operated Programs	\$32,784,982	\$33,619,376	\$834,394	\$32,784,982	\$35,901,523	\$3,116,541	\$3,950,935
<b>Categorical SUB-TOTAL:</b>	<b>\$54,083,954</b>	<b>\$54,868,367</b>	<b>\$784,413</b>	<b>\$54,083,954</b>	<b>\$57,712,095</b>	<b>\$3,628,141</b>	<b>\$4,412,554</b>

**Lottery Funded Accounts**

<b>Lottery Funded Accounts</b>	<b>FY 2012 Base State Cost (Chapter 890)</b>	<b>FY 2013 Updated State Cost*</b>	<b>FY 2012 to FY 2013 Variance</b>	<b>FY 2012 Base State Cost (Chapter 890)</b>	<b>FY 2014 Updated State Cost*</b>	<b>FY 2012 to 2014 Variance</b>	<b>2012-2014 Biennium Variance</b>
Foster Care	\$11,280,189	\$12,271,550	\$991,361	\$11,280,189	\$13,348,047	\$2,067,858	\$3,059,219
Composite Index Hold Harmless (Lottery)	\$2,000,000	\$0	(\$2,000,000)	\$2,000,000	\$0	(\$2,000,000)	(\$4,000,000)
At-Risk	\$63,942,399	\$12,859,981	(\$51,082,418)	\$63,942,399	\$1,691,343	(\$62,251,056)	(\$113,333,474)
Virginia Preschool Initiative	\$65,104,439	\$107,270,427	\$42,165,988	\$65,104,439	\$108,420,423	\$43,315,984	\$85,481,972
Early Reading Intervention	\$13,409,571	\$13,827,350	\$417,779	\$13,409,571	\$13,852,302	\$442,731	\$860,510
Mentor Teacher	\$1,000,000	\$1,000,000	\$0	\$1,000,000	\$1,000,000	\$0	\$0
K-3 Class Size Reduction	\$74,777,373	\$77,135,890	\$2,358,517	\$74,777,373	\$76,984,472	\$2,207,099	\$4,565,616
School Breakfast Program	\$2,935,937	\$2,935,937	\$0	\$2,935,937	\$2,935,937	\$0	\$0
SOL Algebra Readiness	\$9,062,788	\$11,095,881	\$2,033,093	\$9,062,788	\$11,074,862	\$2,012,074	\$4,045,167
Regional Alternative Education	\$6,953,940	\$7,161,772	\$207,832	\$6,953,940	\$7,161,534	\$207,594	\$415,426
ISAEP	\$2,247,581	\$2,247,581	\$0	\$2,247,581	\$2,247,581	\$0	\$0
Special Education - Regional Tuition	\$76,011,161	\$75,249,812	(\$761,349)	\$76,011,161	\$81,027,586	\$5,016,425	\$4,255,076
Vocational Education - Categorical	\$10,400,829	\$10,400,829	\$0	\$10,400,829	\$10,400,829	\$0	\$0
NCLB/Education for a Lifetime	\$4,749,675	\$4,749,675	\$0	\$4,749,675	\$4,749,675	\$0	\$0
Project Graduation	\$2,774,478	\$2,774,478	\$0	\$2,774,478	\$2,774,478	\$0	\$0
Supplemental Basic Aid	\$869,466	\$722,867	(\$146,599)	\$869,466	\$697,643	(\$171,823)	(\$318,422)
English as a Second Language	\$39,960,785	\$43,920,456	\$3,959,671	\$39,960,785	\$46,159,188	\$6,198,403	\$10,158,074
Remedial Summer School	\$21,496,705	\$23,279,992	\$1,783,287	\$21,496,705	\$24,299,611	\$2,802,906	\$4,586,193
Textbooks (Lottery)	\$26,897,684	\$26,970,522	\$72,838	\$26,897,684	\$27,049,489	\$151,805	\$224,643

Lottery	\$435,875,000	\$435,875,000	\$0	\$435,875,000	\$435,875,000	\$0	\$0
<b>SUB-TOTAL:</b>							

**Supplemental Education**

<b>Supplemental Education</b>	<b>FY 2012 Base State Cost (Chapter 890)</b>	<b>FY 2013 Updated State Cost*</b>	<b>FY 2012 to FY 2013 Variance</b>	<b>FY 2012 Base State Cost (Chapter 890)</b>	<b>FY 2014 Updated State Cost*</b>	<b>FY 2012 to 2014 Variance</b>	<b>2012-2014 Biennium Variance</b>
Career and Technical Education Resource Center	\$248,021	\$248,021	\$0	\$248,021	\$248,021	\$0	\$0
Jobs for Virginia Graduates	\$373,776	\$373,776	\$0	\$373,776	\$373,776	\$0	\$0
Project Discovery	\$619,650	\$619,650	\$0	\$619,650	\$619,650	\$0	\$0
Small School Division Assistance	\$145,896	\$145,896	\$0	\$145,896	\$145,896	\$0	\$0
Southside Virginia Regional Technology Consortium	\$58,905	\$58,905	\$0	\$58,905	\$58,905	\$0	\$0
Southwest VA Public Education Consortium	\$124,011	\$124,011	\$0	\$124,011	\$124,011	\$0	\$0
VA Career Education Foundation	\$31,003	\$31,003	\$0	\$31,003	\$31,003	\$0	\$0
Van Gogh Outreach Program	\$71,849	\$71,849	\$0	\$71,849	\$71,849	\$0	\$0
Virginia Teaching Scholarship Loan Program	\$708,000	\$708,000	\$0	\$708,000	\$708,000	\$0	\$0
National Board Certification Teacher Bonuses	\$4,970,000	\$4,970,000	\$0	\$4,970,000	\$4,970,000	\$0	\$0
Greater Richmond Area Scholarship Program (GRASP)	\$212,500	\$212,500	\$0	\$212,500	\$212,500	\$0	\$0
<b>Supplemental Education SUB-TOTAL:</b>	<b>\$7,563,611</b>	<b>\$7,563,611</b>	<b>\$0</b>	<b>\$7,563,611</b>	<b>\$7,563,611</b>	<b>\$0</b>	<b>\$0</b>

**Summary – All Direct Aid Accounts**

<b>State Direct Aid Account Category</b>	<b>FY 2012 Base State Cost (Chapter 890)</b>	<b>FY 2013 Updated State Cost*</b>	<b>FY 2012 to FY 2013 Variance</b>	<b>FY 2012 Base State Cost (Chapter 890)</b>	<b>FY 2014 Updated State Cost*</b>	<b>FY 2012 to 2014 Variance</b>	<b>2012-2014 Biennium Variance</b>
<b>Standards of Quality</b>	\$4,902,077,135	\$5,083,200,278	\$181,123,143	\$4,902,077,135	\$5,096,771,320	\$194,694,185	\$375,817,328
<b>Incentive</b>	\$121,365,168	\$85,036,437	(\$36,328,731)	\$121,365,168	\$96,160,201	(\$25,204,967)	(\$61,533,698)
<b>Categorical</b>	\$54,083,954	\$54,868,367	\$784,413	\$54,083,954	\$57,712,095	\$3,628,141	\$4,412,554
<b>Lottery</b>	\$435,875,000	\$435,875,000	\$0	\$435,875,000	\$435,875,000	\$0	\$0
<b>Supplemental Education</b>	\$7,563,611	\$7,563,611	\$0	\$7,563,611	\$7,563,611	\$0	\$0
<b>State Direct Aid TOTAL COST*</b>	<b>\$5,520,964,868</b>	<b>\$5,666,543,693</b>	<b>\$145,578,825</b>	<b>\$5,520,964,868</b>	<b>\$5,694,082,227</b>	<b>\$173,117,359</b>	<b>\$318,696,184</b>

### Comments from Board of Education members

- Mr. Krupicka requested a review of the rebenchmarking drivers to consider the relative weight that each contributes to the total cost. Dr. Cannaday suggested that this information be included in the annual report to the General Assembly.
- Mr. Braunlich requested clarification for the anticipated decrease in transportation cost. Mr. Dickey responded that the decrease reflects policy actions taken by the General Assembly this biennium to eliminate some of the key cost items that are components of all the SOQ support costs.
- Dr. McLaughlin suggested a report on the special education count and effective schoolwide discipline be presented at a future meeting of the Board.
- Mrs. Sears requested an explanation on how division SOL failure rates will decrease cost. Mrs. Sears said the new SOL standards might trigger even greater failure rates. Mrs. Sears asked what percent of federal money is involved. Mr. Dickey responded that the federal part is less than ten percent.
- Dr. Cannaday requested a statement be included in the Board's annual report to the General Assembly to reflect that the Board is not simply asking for more money; rather, the Board recognizes the potential impact of policy decisions by the General Assembly as well as the discussion in Washington on the debt ceiling.

The Board received the report.

### **Report on Virginia's Early Childhood Education Programs**

Mrs. Cheryl Strobel, associate director for early childhood programs, Office of Standards, Curriculum, and Instruction, and Mrs. Zelda Boyd, director, Office of Early Childhood Development (OECD), Virginia Department of Social Services (VDSS), presented this item. Mrs. Strobel reviewed programs administered at the Virginia Department of Education. Head Start was included though it is administered by the Federal Head Start Office. Mrs. Boyd updated the Board on initiatives within the OECD at VDSS.

Mrs. Strobel's presentation included the following:

#### Foundation Blocks and Rubric

- The Foundation Blocks (FB) and the Curriculum Review Rubric were adopted by the Board in 2007. The standards include literacy, mathematics, science, history and social science, physical and motor development, and personal and social development. Though each block is separate they are interdependent and interrelated. They are aligned with the kindergarten standards and received an "A" rating in a national review of preschool standards. They state clearly what four-year-olds should know and be able to do to be successful in kindergarten.
- Use of the FB and aligning curriculum with the standards is mandated in all programs using Virginia Preschool Initiative (VPI) funds. There has been wide distribution of the FB to all state and federally funded programs as well as distribution to child day care centers and private providers.

#### Virginia Preschool Initiative Funding

- In 1994, the General Assembly appropriated \$10.3 million for the VPI program to begin in FY 1996. Funding has gradually increased to support more at-risk four-year-olds. By FY 2006, 100 percent of

unserved at-risk four-year-olds were funded. In FY 2011, \$60.5 million was allocated for the VPI program.

- The funding methodology adopted by the General Assembly uses the estimated number of four-year-olds eligible for Free Lunch as the proxy for at-risk four-year-olds. The estimated number of unserved at-risk four-year-olds is calculated by applying each locality's free lunch eligibility rate to the total estimated number of four-year-olds and subtracting the number of children being served by Head Start. State funding is provided based on the state share of \$6,000 per eligible child. The local share of cost is capped at 50 percent.

#### Virginia Preschool Initiative (VPI)

- The Virginia Preschool Initiative uses state funds to serve four-year-olds who are at-risk for school failure and not presently receiving services from Head Start.
- Provides programs for at-risk four-year-old children that include:
  - Quality preschool education
  - Health services
  - Social services
  - Parental involvement
  - Transportation

#### Program Requirements

- Address the learning needs of young children
- Limit the group size to 18
- Require a child/staff ratio of 9:1
- Hire qualified staff
- Require a minimum of half day services
- Provide for staff development
- Plan for home-school communication
- Address assessment procedures

#### Selection Criteria for Children

Local plans must indicate student selection criteria. Some examples include:

- Poverty
- Homeless
- English language learners
- Family stress

#### Virginia Preschool Initiative Participation Levels in Virginia

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012 est.</b>
Number of localities:	136	136	136	136	136
Number of localities eligible for funding:	124	124	125	127	127
Number of participating localities:	105	112	112	113	114
Number of eligible, but not participating localities:	19	12	13	14	13
Number of localities not eligible:	12	12	11	9	9
Number of eligible children based on funding formula:	18,929	20,705	21,072	23,177	23,443

Number of participating children:	13,125	14,569	14,944	15,881	16,719
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#### Reasons for Nonparticipation or Partial Use of Slots

- Local Match
- Insufficient space
- Minimal number of students eligible for the program by state allocation formula, resulting in a program that may not be cost effective`

#### Evidence of Benefits of VPI Participation

- VPI funded program attendance is beneficially associated with a reduced likelihood of repeating kindergarten.
- In terms of literacy skills, attending a VPI-funded program showed a beneficial association for all students.
- Effect is maintained through first grade for Blacks and Hispanics, and students with disabilities.
- Analysis of preschool and kindergarten literacy Phonological Awareness Literacy Screening (PALS) results showed a strong association between VPI participation and PALS scores.
- More than 91 percent of principals surveyed said that the positive effects of students' participation in preschool continue through at least first grade.

#### Title I

- Title I Preschool Programs use federal funds to improve the teaching and learning of children in high-poverty schools and enable children to meet challenging academic content and performance standards.

<b>2010-2011</b>	
Participating School Divisions	45
Participating Schools	123
Participating Students	4,522

#### Early Childhood Special Education

- Early Childhood Special Education Programs use federal funds to provide special education services for children ages three to five.

Attending a Regular Early Childhood Program	10,600
Separate Special Education Class	4,641
Separate School	73
Residential Facility	12
Home	528
Service Provider Location	1,227
<b>TOTAL</b>	<b>17,081</b>

#### Head Start Programs

- Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age five.

2010-2011	
Number of Head Start Grantees	48
Participating students in Virginia	16,706
Head Start State Budget	\$102 million

State Approved Strategies for Leveraging Funds and Increasing Participation

- Single Point of Entry
- Braided Funding
- Blended Classrooms

Phonological Awareness Literacy Screening (PALS – K)

Percentage of Economically Disadvantaged Kindergarten Students Identified in Fall for Reading Intervention Services by Preschool Experience				
PreK Experience*	2007	2008	2009	2010
VPI	12%	12%	10%	11%
Coordinated Programs (e.g., VPI and Title I, Early Childhood Special Education and Title I)	18%	14%	15%	11%
No PreK	41%	38%	37%	37%

PALS PreK Developmental Ranges

(Percentage of Students within or above Expected Fall and Spring Developmental Range)

	VPI			Coordinated program, including VPI			Title I			Head Start		
	Fall	Spring	Dif.	Fall	Spring	Dif.	Fall	Spring	Dif.	Fall	Spring	Dif.
Name Writing	46%	94%	+48%	45%	92%	+47%	44%	97%	+53%	38%	83%	+45%
Alphabet Recognition – Upper case	40%	89%	+49%	43%	87%	+44%	33%	89%	+56%	34%	73%	+39%
Beginning Sound Awareness	45%	89%	+44%	51%	89%	+38%	47%	91%	+44%	44%	80%	+36%
Print and Word Awareness	34%	86%	+52%	36%	85%	+48%	34%	88%	+54%	35%	76%	+41%
Rhyme	43%	87%	+44%	46%	86%	+40%	48%	88%	+40%	43%	80%	+37%
Nursery Rhyme Awareness	43%	91%	+48%	32%	86%	+54%	48%	92%	+44%	41%	83%	+42%



Virginia's Integrated Data System - Project Child HANDS

- The purpose of Project HANDS is to build a statewide system for the integration of child-level data records, using a federated-process, in a secure and de-identified manner for the purposes of creating longitudinal data sets for policy analysis and program evaluation.

Virginia's Definition of School Readiness

- School readiness describes the capabilities of children, families, schools and communities. No one component stands alone.
  - Ready Children
  - Ready Families
  - Ready Schools
  - Ready Communities

Mrs. Castro asked if there is a waiting list for students to participate in the Virginia Preschool Initiative (VPI). Ms. Strobel confirmed that there is a waiting list which includes approximately three thousand students. Mrs. Sears asked what percentage of the VPI is federally funded. Ms. Strobel said that the VPI is state funded and Head Start Programs are federally funded.

Mrs. Boyd's presentation included the following:

Office of Early Childhood Development (OECD)

- A unit at the Department of Social Services within the Division of Child Care and Early Childhood Development
- Staffs the Virginia Early Childhood Advisory Council
- Staffed by a director, professional consultants, and administration support
- Funded by federal Administration for Children and Families State Advisory Council Grant dollars and the Child Care and Development Fund
- Works in collaboration with the Departments of Education, Health, and Medical Assistance Services

Goals of OECD

- To recognize and expand opportunities for high-quality early childhood development for Virginia's children.
- To strengthen relationships among state agencies and between state and private partners.
- To enhance communication and increase awareness of early childhood issues within the Commonwealth.
- To provide opportunities for partners to develop a unified agenda around early childhood issues and sustain state leadership of early childhood efforts.

Early Childhood Advisory Council (ECAC)

- To ensure statewide coordination and collaboration among the wide array of early childhood programs and services in the State.
- To advance the goal of integrated services to young children and families.
- To make effective use of funds available to facilitate the development or enhancement of high-quality systems of early childhood education and care designed to improve school preparedness, by developing or enhancing programs and activities consistent with the statewide strategic plan.

ECAC Composition

- The Head Start Reauthorization legislation states that the Council shall include the State Director of Head Start Collaboration and "to the maximum extent possible" should include representation from the following:
  - The state education agency;

- The state agency overseeing child care;
- Local education agencies;
- Institutions of Higher Education;
- Local providers of early childhood education;
- Head Start Agencies, including Indian Head Start and migrant and seasonal programs;
- The state agency responsible for IDEA, part C;
- The state agency responsible for children's mental health and health care; and
- In addition, the Governor may make discretionary appointments.

#### Structure and Workgroups

- The structure consists of the Early Childhood Advisory Council (ECAC), which is made up of Agency Heads and community leaders.
- The Ad Hoc Committees which will be led by the Virginia's Plan for Smart Beginnings Goal Group Leaders. The Plan is a statewide, comprehensive strategic plan to strengthen, integrate, and evaluate early childhood services, infrastructure, and public engagement efforts across the Commonwealth.
- The Council and Ad Hoc Committees will focus on five mandated areas:
  - Conducting a statewide early education and care needs and resource assessment
  - Building collaboration and coordination among early education and care programs
  - Building and/or supporting an Integrated Data System
  - Ensuring that there is High Quality Professional Development opportunities for the early childhood work force in the state; and
  - Developing a plan to sustain the Council and the work of the Council beyond the grant funding period.

#### Milestones of Child Development

- The Milestones of Child Development, Virginia's Early Learning Guidelines (ELG) – were developed in 2007 and mailed to over 16,000 early childhood programs (state regulated preschool, VPI, Head start and other early childhood programs).
- The Milestones are available online on the DSS Website:  
[www.dss.virginia.gov/family/cc/publications.cgi](http://www.dss.virginia.gov/family/cc/publications.cgi).
- The intended audience for ELGs is: Parents and families, early childhood professionals, child care directors/school and early childhood administrators, and providers working in the field of early intervention. The age range covered by the ELGs is birth to kindergarten.
- The Milestones have been used in a variety of ways to include:
  - The VECF (Virginia Early Childhood Foundation) requires their Smart Beginnings grantees to incorporate the Milestones in their work.
  - The Infant and Toddler Specialist Network requires promotion of the use of the Milestones with early childhood professionals.
  - The Infant and Toddler Social, Emotional and Behavioral Development Pilot incorporated plans to use the Milestones.
  - The Virginia Star Quality Initiative (VSQI) Raters were trained to use the Milestones and use it as a professional development tool for participating VSQI programs.
- Community college course objectives were aligned with the Milestones. Instructors use it as a resource. The Milestones of Child Development, Virginia's Early Learning Guidelines – were developed in 2007 by the Virginia Early Childhood Alignment Project which included representatives from many state, local and private agencies. The contents were aligned with key documents, such as the Foundation Blocks and Head Start Standards.

#### Smart Beginnings

- Smart Beginnings is a network of locally operated coalitions that are working to improve the quality of care and education for children from birth until kindergarten.
- The Virginia Early Childhood Foundation provides leadership and funding to the regional initiatives. This is in conjunction with strong local leadership, support and funding.

- Each coalition works toward the same statewide goal with solutions they determine based on each region's needs. For example, one location may decide to focus on parent education and the Virginia Star Quality Initiative, while another location may focus on professional development for childcare providers and school readiness screenings.

#### Virginia Star Quality Initiative (VSQI)

- VSQI is a voluntary system to assess, improve, and communicate the level of quality in early care and education settings.
- A pilot was implemented in 2007.
- Over 300 center-based programs and 75 family child care homes are participating in the Family Childcare Demonstration project in 2011.

#### Race to the Top-Early Learning Challenge

- The purpose of the grant is to support states in their efforts to build an integrated early childhood system.
  - Absolute Priorities
    - Use of early learning standards and kindergarten entry assessments.
    - Use of a tiered quality rating and improvement system.
  - Competitive Priorities
    - Include all early learning programs in the tiered quality rating system.
- Invitational Priorities
  - Sustaining program effects into early elementary grades.
  - Encouraging private sector support.

Mrs. Sears asked if there is a regional incentive that allows cross-jurisdictional cooperation when a locality wants to participate in the Virginia Preschool Initiative but does not have the funds to support participation. Mrs. Boyd said localities that participate in the Virginia Early Childhood Foundation Program have done a great job in reaching out to neighboring localities and have created a coalition among a large group of members. These efforts have garnered more funds at the local level than have been provided at the state level. Mr. Krupicka added that Mrs. Sears' question regarding cross-jurisdictional cooperation for VPI programs is a good one and that the Board should look into this matter further. Dr. Wright said that she is unaware of any provisions that would prohibit such cooperation among divisions.

Dr. McLaughlin said she served on the Early Childhood Foundation and chaired the Grants Committee. Dr. McLaughlin also is the representative for the Board on the Early Childhood Advisory Committee, which meets quarterly. Dr. McLaughlin volunteered to be the Board's liaison if Board members have information to share.

Mrs. Sears suggested the Board seek General Assembly assistance for localities to participate in cross-jurisdiction cooperation in the Virginia Preschool Initiative program. Mr. Foster asked how the Star Quality Initiative is supported. Mrs. Boyd responded that the Star Quality Initiative is an assessment process that is federally funded through the Child Care and Development Plan and with local funds. She added that the Star Quality Program has a Web site to inform the public and interested parents about the quality rating system. Dr. McLaughlin noted that the Star Quality Program has now added a rating system for private, home-based programs.

The Board received the report and thanked Mrs. Strobel and Mrs. Boyd for their efforts.

### ***DISCUSSION OF CURRENT ISSUES***

Mrs. Castro asked that the Board receive a report on the pilot program related to student discipline, which was mentioned by Ms. Chin during public comment. Dr. Wright responded to say that staff will do a report at a meeting in the near future.

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Mr. Braunlich, Mrs. Castro, Dr. Cannaday, Mr. Foster, Dr. McLaughlin, Mrs. Sears and Mrs. Saslaw. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

### ***EXECUTIVE SESSION***

Mr. Foster made a motion to go into executive session under *Virginia Code* Section 2.3-3711.A.41, specifically to discuss personnel matters involving identifiable employees and prospective employees. The motion was seconded by Mrs. Castro and carried unanimously. The Board went into executive session at 12:18 p.m.

Mr. Foster made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Castro and carried unanimously. The Board reconvened at 12: 59 p.m.

Mr. Foster made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive session to which this certification motion applies, and (2) only such public business matters as were considered by the Board. The motion was seconded by Mrs. Castro and carried unanimously.

#### **Board Roll call:**

Mrs. Sears – Yes	Mrs. Castro – Yes
Mr. Foster – Yes	Mr. Krupicka – Yes
Dr. Cannaday – Yes	Mrs. Beamer – Yes
Dr. McLaughlin – Yes	Mr. Braunlich – Yes
Mrs. Saslaw – Yes	

The Board made the following motions.

- Mr. Krupicka made a motion to issue a license in Case # 1. The motion was seconded by Dr. Cannaday and carried unanimously.
- Mr. Krupicka made a motion to issue a license in Case #3. The motion was seconded by Mrs. Sears and carried unanimously.
- Mr. Krupicka made a motion to revoke the license of Whitney D. Gray. The motion was seconded by Mrs. Beamer and carried unanimously.

- Dr. McLaughlin made a motion to continue Case #5. The motion was seconded by Mr. Foster and carried unanimously.

***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Mrs. Saslaw adjourned the meeting at 1:03 p.m.

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President